DOCUMENT RESUME

ED 287 941 UD 025 855

AUTHOR Vivona, Carol
TITLE Miles Elementary School: 1986-87 School Report.
INSTITUTION Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
PUB DATE 87
NOTE 29p.; For related documents, see UD 025 841-863.
PUB TYPE Statistical Data (110) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Achievement Gains; *Basic Skills; Criterion Referenced Tests; Elementary Education; *Elementary Schools; Kindergarten; *Mathematics Achievement; Norms; Public Schools; *Reading Achievement; School Effectiveness; *Urban Schools
IDENTIFIERS *Atlanta Public Schools GA

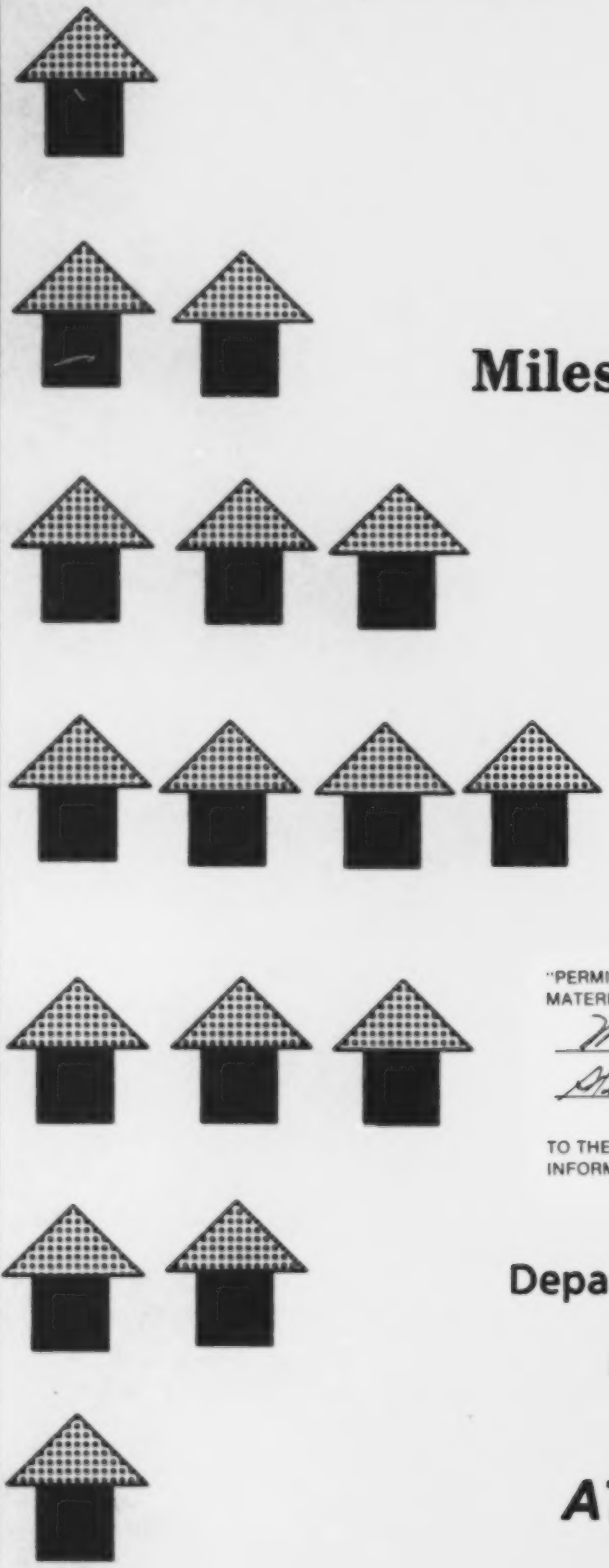
ABSTRACT

This report from the Miles Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 23 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) there was considerable growth in student performance in both reading and math; (2) the systemwide goal that at least 50 percent of the students achieve at or above the national norm was met in reading at all grade levels except the first, and in math at all levels except the sixth; (3) partial success was achieved in meeting systemwide goals on the criterion-referenced test; (4) basal progress was excellent in both reading and math; and (5) efforts to progress through the basal materials and to integrate skills into the curriculum should be continued. Statistics and test scores are presented in 17 tables. (VM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

10-26-87

ED287941



Miles Elementary School
School Report
1986-87

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. M. Taylor
Atlanta Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Department of Research and Evaluation

DIVISION OF CURRICULUM AND RESEARCH SERVICES

ATLANTA PUBLIC SCHOOLS

Cover designed by Wilma K. Power

UD025855

MILES ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Carol Vivona, Research Assistant)

The School report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms -- a narrative analysis followed by accompanying data sheets.

FINDINGS

1. Enrollment decreased substantially.

2. Approximately 10 percent of the students participated in the reading or mathematics compensatory programs.

3. Over half of the kindergarten students had previous day care experience.

4. All but one first grade student attended kindergarten.

5. The percentages of students new to Atlanta Public Schools and new to Miles were below those of the system.

6. The student population remained relatively stable and student mobility was low.

7. Student attendance decreased slightly but remained above that of the system.

8. Staff attendance increased and was above that of the system.

9. Based on the fall screening results, the entering kindergarten students had well-developed language skills. Entering students mastered an average of 9 of the 10 readiness skills measured by the Ready Steps Language Survey. They appeared better prepared than similar enrollees systemwide.

10. By the end of the year, 85 percent of the kindergarten students had completed and mastered Getting Ready To Read, a requirement for progression to the first grade.

11. The average number of basal reading magazines completed during the year was equal to or above the system average on all grade levels except fourth. At all grades except first, well over half of the students completed all of the expected materials for the year.

12. Likewise, in mathematics, the average number of units completed exceeded the system's average at all grade levels. Over half of the students covered all of the expected units at all grade levels except third and fourth.

13. The percentage of kindergarten students scoring above the national norm on the California Achievement Tests (CAT) decreased in both reading and mathematics. Student performance remained above that of the system in reading but was below the system average in mathematics.

14. The percentage of students scoring at or above the national norm on the Iowa Tests of Basic Skills (ITBS) increased in both reading and mathematics. The greatest increase was in the area of mathematics. The percentages in both reading and mathematics were considerably above the system average.

15. Two-year matched ITBS scores reflected schoolwide growth in both reading and mathematics based on an increase in the percentage of students scoring at or above the national norm and a growth in grade equivalent scores of over one year during a one year period.

16. In both social studies and science, the median percentile rank on the ITBS was above the national norm and above that of the system and the state in each of the grades tested (second, fourth and seventh).

17. The average normal curve equivalent (NCE) score of those students participating in reading and mathematics compensatory programs reflected gains in both areas. However, these gains were not as great as those of similar students systemwide.

18. Students not receiving compensatory instruction exhibited gains in both reading and mathematics which were greater than those made by similar students systemwide.

19. The average scale score of first grade students on the Georgia Criterion-Referenced Tests (GCRT) improved in both reading and mathematics but remained below the state and system averages.

20. The percentage of third graders passing the GCRT the first time tested increased in both reading and mathematics. The average scale score was above the system average in both reading and mathematics but was above the state average in reading only.

21. The performance of sixth grade students on the GCRT declined from that of the previous year but remained above the state and system averages in both reading and mathematics.

22. The average number of minimum skills mastered was above the system average in reading and mathematics at all grade levels.

23. The percentage of students meeting progression requirements was above that of the system at all grade levels except kindergarten.

CONCLUSIONS

1. Based on achievement test results, there was considerable growth in student performance in both reading and mathematics and the overall level of student achievement remained above that of the system.

2. The systemwide goal of at least 50 percent of the students achieving at or above the national norm was met in reading at all grade levels except first and in mathematics at all grade levels except sixth.

3. The systemwide goal of reaching the state average on the GCRT was not met at the first grade level although there was a significant improvement in both reading and mathematics. The goal was met in reading at the third grade level but not in

mathematics. At the sixth grade level, the average score exceeded that of the state in both reading and mathematics.

4. Basal progress was excellent in both reading and mathematics. Over half of the students at each grade level except first covered all of the expected magazines in reading. In mathematics, all of the expected units were covered by at least half of the students at all grades except third and fourth.

RECOMMENDATIONS

The principal and faculty should be commended for significant growth in student achievement in both reading and mathematics which can be attributed to careful planning, professional implementaion of appropriate teaching strategies and diligent internal monitering. Continue efforts to progress through the basal materials with mastery and integrate GCRT skills in the curriculum at all grade levels.

Division of Curriculum and Research Services
Research and Evaluation
September 28, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

MILES ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-7)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	464	441	436	453	400	-53	-11.7	-64	-13.8
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	17.0	76	1654.0	72
LOAD EXEMPT	5.5	24	640.2	28
TOTAL	22.5	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	40	10	5542	15
COMPENSATORY MATH	38	10	4850	13
K-GARTEN - APS DAY CARE	4	12	877	15
K-GARTEN - NON-APS DAY CARE	14	42	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	15	45	2652	45
FIRST GRADE - APS K-GARTEN	50	89	5801	89
FIRST GRADE - NON-APS K-GARTEN	5	9	627	10
FIRST GRADE - NO K-GARTEN	1	2	123	2
PUPIL-TEACHER RATIO	23.5		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	28	7	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	64	16	10469	28
MOBILITY INDEX:				
1984-85	.12		.29	
1985-86	.14		.30	
1986-87	.14		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		96.8		94.9
1985-86		96.8		95.1
1986-87		96.0		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		94.1		93.3
1985-86		93.7		94.0
1986-87		95.8		94.9

8/17/87

MILES ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		
SCHOOL	97	100	77	94	87	77	68	94	90	94	9	31
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	11	4	13	6	28	10	20	10	12	6	1	

8/14/87

MILES ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL			3	9	2	6	29	85	34
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
MILES ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Grade		Magazines			Percent Of Pupils Meeting Expectation	Total Students
		Number Per Grade	Average Number Completed	Percent Completed		
01	School	9	6.9	77	21	53
	System	9	6.3	70	24	6469
02	School	6	6.1	102	100	55
	System	6	5.6	93	68	5635
03	School	6	5.4	90	60	45
	System	6	5.1	85	50	5233
04	School	4	3.7	93	83	54
	System	4	4.1	103	77	4974
05	School	4	4.0	100	95	43
	System	4	4.0	100	78	4508
06	School	4	4.3	108	95	56
	System	4	4.0	100	82	2199
07	School	4	4.2	105	100	61
	System	4	3.8	95	77	1622

7/08/87
MILES ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	12.9	99	87	53
	System	13	11.7	90	61	6894
02	School	13	12.7	98	78	55
	System	13	12.0	92	83	5770
03	School	13	12.1	93	29	45
	System	13	11.5	89	51	5285
04	School	13	11.4	88	4	54
	System	13	11.1	85	43	4974
05	School	13	12.8	98	81	43
	System	13	11.0	85	43	4514
06	School	13	12.7	98	77	56
	System	13	11.6	89	50	2202
07	School	14	13.8	99	75	61
	System	14	11.5	82	39	1825

Miles Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	50	32	50	80	71	82	69	--	526
System	6,069	5,939	50	58	68	76	78	--	532

9/21/87 MILES ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		56	52	50	29	35	6
02		48	48	50	58	54	-4
03		49	44	50	53	57	4
04		43	51	50	44	53	9
05		54	43	50	52	84	32
06		59	52	50	83	56	-27
07		75	60	50	48	72	24
	School Total	384	350	50	53	58	5
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		56	52	50	38	52	14
02		47	48	50	74	73	-1
03		49	44	50	27	52	25
04		43	51	50	53	67	14
05		54	43	50	41	86	45
06		59	52	50	58	48	-10
07		76	60	50	57	70	13
	School Total	384	350	50	50	64	14
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

MILES ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
02	PERCENT	50	42	29	55	26	42	36	71	35
	MEAN GE	2.7		1.8	2.8	1.0		1.8	3.2	1.4
03	PERCENT	50	42	55	60	5	42	71	55	-16
	MEAN GE	3.7		2.8	3.9	1.1		3.3	3.9	0.6
04	PERCENT	50	45	53	51	-2	45	27	62	35
	MEAN GE	4.7		3.9	4.7	0.8		3.3	5.2	1.9
05	PERCENT	50	35	46	83	37	35	60	83	23
	MEAN GE	5.7		4.4	6.4	2.0		4.9	6.2	1.3
06	PERCENT	50	49	45	53	8	49	37	47	10
	MEAN GE	6.7		5.4	7.1	1.7		5.6	6.6	1.0
07	PERCENT	50	53	85	68	-17	53	62	70	8
	MEAN GE	7.7		7.5	8.8	1.3		7.0	8.2	1.2
SCHOOL TOTAL										
	PERCENT	50	266	53	61	8	266	48	64	16
	MEAN GE			4.2	5.5	1.3		4.3	5.9	1.6
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Miles Elementary

SOCIAL STUDIES

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	83	2.7	3.5	4.2	4.7
04	64	50	61	62	71	4.7	5.3	5.3	5.9
07	52	50	54	50	63	7.7	7.9	7.6	8.5

SCIENCE

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	68	2.7	3.0	3.2	3.5
04	64	50	66	62	73	4.7	5.6	5.4	6.1
07	52	50	60	52	64	7.7	8.5	7.8	8.9

09/22/87

MILES ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	1	32	10	29	8	32	6	31							25	30
		1987		36		35		41		42								38
		GAIN		4		6		9		11								8
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	2	17	31	43	35	57	41	55	38	48	48	47	55	59	250	52
		1987		36		58		54		55		59		51		59		56
		GAIN		19		15		-3				11		4				4
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

09/22/87

MILES ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	1	1	10	42	9	33	4	12							24	32
		1987		39		55		31		37								42
		GAIN		38		13		-2		25								10
	TOTAL ELEM	1986	632	27	1268	40	985	36	534	31	238	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	2	38	31	48	34	71	43	42	38	56	48	47	55	52	251	52
		1987		55		67		56		66		59		48		60		59
		GAIN		17		19		-15		24		3		1		8		7
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
MILES ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	60	83	65	68	45	72	85	83	67	52	57	204
	1987	52	81	69	65	58	77	87	90	88	71	75	210
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL	86-87		-2	4	-3	13	5	2	7	21	19	18	6
DIFF. SCHOOL-SYSTEM (1987)			2	4	-3	-3	-1	6	9	6	7	5	-1
DIFF. SCHOOL-STATE (1987)			-3	-7	-10	-1	0	2	10	7	11	6	-2

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	60	90	92	65	60	88	92	65	75	83	80	75	82	70	70	63	203
	1987	52	94	96	65	63	62	98	79	67	85	81	81	94	94	77	83	209
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL	86-87		4	4	0	3	-26	6	14	-8	2	1	6	12	24	7	20	6
DIFF. SCHOOL-SYSTEM (1987)			7	8	-6	-17	-16	5	11	-10	3	0	-3	9	1	0	0	-2
DIFF. SCHOOL-STATE (1987)			4	5	-14	-18	-18	4	11	-4	1	0	-4	3	-1	-5	1	-4

09/11/87
MILES ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	49	47	14	41	41	45	29	27	29	208	84
	1987	47	30	13	23	26	6	6	15	4	215	91
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		-17	-1	-18	-15	-39	-23	-12	-25	7	7
DIFF. SCHOOL-SYSTEM (1987)			-2	3	-14	-4	-4	-8	-6	-4	7	1
DIFF. SCHOOL-STATE (1987)			8	6	-2	2	-1	-4	-1	-1	1	-3

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	49	59	29	41	29	41	88	65	35	49	29	49	43	197	67
	1987	47	32	26	64	21	38	55	36	15	11	9	4	19	208	89
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	38	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		-27	-3	23	-8	-3	-33	-29	-20	-38	-20	-45	-24	11	22
DIFF. SCHOOL-SYSTEM (1987)			7	-11	5	-10	-5	10	-6	-2	-9	-14	-8	-1	3	3
DIFF. SCHOOL-STATE (1987)			15	-4	11	-5	-2	19	4	-2	-3	-10	-5	3	-2	-3

08/31/87
MILES ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (SIXTH GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	
SCHOOL	1986	58	93	95	86	91	98	95	84	90	95	95	86	220
	1987	56	84	73	67	71	84	88	77	89	77	80	70	208
SYSTEM	1987	4374	72	67	45	39	72	75	68	66	55	72	58	200
STATE	1987	75905	83	77	57	54	81	84	78	76	68	81	73	207
DIFF. 86-87 SCHOOL			-9	-22	-29	-20	-14	-7	-7	-1	-18	-15	-16	-12
DIFF. SCHOOL-SYSTEM (1987)			12	8	12	32	12	13	9	23	22	8	12	8
DIFF. SCHOOL-STATE (1987)			1	-4	0	17	3	4	-1	13	9	-1	-3	1

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	
SCHOOL	1986	58	93	98	97	90	86	93	88	83	71	88	95	79	217
	1987	56	80	86	96	88	80	88	68	84	63	84	80	63	209
SYSTEM	1987	4379	62	75	88	58	57	63	54	61	48	68	73	43	200
STATE	1987	75940	70	80	92	64	75	72	67	74	60	77	84	61	206
DIFF. 86-87 SCHOOL			-13	-12	-1	-2	-6	-7	-20	1	-8	-4	-15	-16	-8
DIFF. SCHOOL-SYSTEM (1987)			18	11	8	30	23	23	14	23	15	16	7	20	9
DIFF. SCHOOL-STATE (1987)			10	6	4	24	5	14	1	10	3	7	-4	2	3

8/03/87

MILES ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	97	100	91	97	88	91	91	97	97	100										10	34
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	0	1	-2	-1	-4	-1	2	1	2	2										1	
01	SCHOOL	94	88	90	96	90	90	92	87	88	98	90	90	94	100	100					14	52
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	2	3	6	7	8	6	9	6	6	9	6	3	4	5	6					1	
02	SCHOOL	96	98	96	96	96	96	96	96	98	96	96	96	98	98	98					15	54
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	7	4	8	8	8	8	10	7	7	9	8	6	5	5	4					2	
03	SCHOOL	93	93	93	93	93	93	93	89	91	93	89	93	91	93	93	93	93			16	45
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	3	5	3	5	4	4	7	2	-2	2	2	4	5	2	6	0	0			1	
04	SCHOOL	96	100	100	100	100	98	100	100	100	100	100	100	100	100	92					15	51
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	3	7	8	7	8	5	10	8	8	8	8	8	7	8	-2					1	
05	SCHOOL	98	98	98	98	98	98	98	98	98	98	98	98	98	98	98	98	98	98	98	19	42
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	4	4	4	5	4	4	4	5	4	4	5	4	5	5	6	5	5	4	4	1	
06	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100		18	56
	SYSTEM	95	94	95	93	93	92	94	93	94	92	94	93	91	93	94	93	91	93		17	4,387
	DIFF	5	6	5	7	7	8	6	7	6	8	6	7	9	7	6	7	9	7		1	
07	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100						14	61
	SYSTEM	93	93	93	93	92	92	92	93	91	92	92	92	92	92						13	3,463
	DIFF	7	7	7	7	8	8	8	7	9	8	8	8	8	8						1	

8/03/87

MILES ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	100	97	100	100	94	94	97	97	97	91	88									11	34
	SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	2	2	6	6	0	-1	3	4	5	-5	1									1	
01	SCHOOL	100	100	100	98	94	96	98	96	96	96	98	94								12	53
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	2	2	4	5	2	5	11	8	8	6	8	3								1	
02	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					15	54
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	3	4	7	7	9	8	7	5	8	4	5	5	7	8	10					1	
03	SCHOOL	98	98	98	98	98	98	98	98	98	98	98	91	98	98	98	98	98			17	45
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	4	4	7	5	9	9	10	9	6	8	10	2	8	8	9	10	10			2	
04	SCHOOL	98	100	100	100	98	100	98	100	100	100	100	100	100	100	98	94				16	50
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	4	8	5	7	7	10	6	7	9	8	11	9	8	9	8	6				1	
05	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			17	41
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	6	6	7	8	7	8	8	10	9	7	11	9	9	11	10	13	13			2	
06	SCHOOL	98	95	96	96	98	96	96	100	98	98	96	100	95	95	100	96	100			17	56
	SYSTEM	94	89	91	90	91	89	87	90	88	89	87	89	87	87	85	84	84			15	4,396
	DIFF	4	6	5	6	7	7	9	10	10	9	9	11	8	8	15	12	16			2	
07	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			17	61
	SYSTEM	94	92	94	92	92	91	91	92	90	91	91	91	92	91	91	90	88			16	3,418
	DIFF	6	8	6	8	8	9	9	8	10	9	9	9	8	9	9	10	12			1	

7/08/87 MILES ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	29	85.3		.0	5	14.7	34
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	45	84.9	4	7.5	4	7.5	53
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	54	98.2	1	1.8		.0	55
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	40	87.0	1	2.2	5	10.9	46
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	53	98.1	1	1.9		.0	54
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	43	100.0		.0		.0	43
	System	4,136	92.2	220	4.9	129	2.9	4,485
06	School	26	96.3	1	3.7		.0	27
	System	3,801	84.7	258	5.7	430	9.6	4,489
07	School	61	100.0		.0		.0	61
	System	3,284	89.8	186	5.1	188	5.1	3,658